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type of teaching being done in the subject. Manual arts teaching is all too prone to concern itself with getting something made, regardless of whether it develops on the part of the pupil the power to think independently and to work on his own initiative. This situation has been aggravated by the annual exhibits in schools where the entire year's work is geared up to make a showing at the close of school.

A recent textbook<sup>1</sup> on wood-turning ignores some of the essential educational values in much the same way as the great number of older texts ignore them. Too much space is taken for the mere dispensing of information and for minute descriptions of tools, operations, materials, and projects. Textbooks need to do more than dispense information. They need to be more than the meager standard practice instruction cards of industry, which are designed solely for the purpose of obtaining high production from a grade of labor considerably below the level of the skilled. One does not gain much power in working on a job which has already been thought out and planned by another. Texts and teaching need to stimulate the instinctive tendency of the individual to find out things for himself. That is not done where all of the details are given instead of leading the pupil to discover for himself. The author of the volume under consideration apparently had no thought in mind of making such an appeal or of providing such a stimulus.

There are two pages of discussion on the theoretical principles of design, in which such abstractions as simplicity, harmony, and proportion are discussed. Not more than a paragraph is devoted to each of these, and no attempt is made to connect these abstract elements with the many excellently designed projects that follow. Such art values as the book possesses lie in the carefully designed articles rather than any conscious attempt which the author makes to explain their educational significance.

A large variety of projects are given in their final form. Doubtless these have been developed in actual class work, and therein lies their chief educational value; however, there is no attempt made to present this classroom experience in such a way as to show the successive steps in working out the designs. Pupils and teachers alike are interested in the final form that a project may take, but they are more intensely interested in the manner in which that result was achieved. Mr. Klenke's text does not answer that question.

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HARRY T. FULTZ

*Individual grammar drill in the high school.*—It is a lamentable fact that many pupils enter the high school exceedingly deficient in the use of English. Their speech and writing are filled with gross errors. For these deficiently unquestionably a thorough drill course in the elements of grammar ought to constitute a part of their first year's work in English. At the same time a

<sup>1</sup> WILLIAM W. KLENKE, *Art and Education in Wood-turning*. Peoria, Illinois: Manual Arts Press, 1921. Pp. 110. \$1.40.

very respectable number of their classmates, either through social inheritance or through thorough training, write and speak English correctly enough for their age. Refreshing indeed is a recognition in any textbook of the significant fact of individual differences and of the need for differentiated instruction. Two collaborators have prepared a series<sup>1</sup> of fifty grammar drills based on minimum essentials of functional grammar. The drills are suitable for individual project work; exercises are frequently taken from the actual themes of high-school students; emphasis is always laid upon the correct form; moreover, the exercises, as the title indicates, are confined to the most important features of sentence structure together with the correct use of words in sentence-building.

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R. L. LYMAN

*Bible readings.*—The reading of selected passages from the Bible in opening exercises, devoid of all denominational and sectarian bias, is returning to favor in many sections of the country. Recognizing the Bible as the repository of the fundamental ethics of our civilization and appreciating at the same time the unsurpassed literature which is found therein, school men are more and more coming to believe that an acquaintance with the Scriptures is a valuable asset in the lives of men and women. A book<sup>2</sup> of devotional exercises for collective worship as it has been edited by Frank M. Rich presents short units of the Bible story requiring from three to five minutes to read. Mr. Rich sets forth the poetic selections as poetry, the narratives as brief stories, and intersperses all with occasional appropriate selections from other literature. This collection of readings furnishes a valuable book for both religious and secular schools as well as for private use.

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R. L. LYMAN

*The practical application of business arithmetic.*—It is very necessary that the student who has entered the business world or who intends to enter it possess a knowledge of and a skill in the fundamental operations of arithmetic and the ability to apply this knowledge and skill in practical business affairs. In order to acquire skill in the fundamental operations and to be able to apply this skill in actual business life, it is necessary that the skill be acquired in working out real problems such as will be encountered in business surroundings.

The aim of the author of a recent text in business arithmetic<sup>3</sup> has "been . . . to meet the educational needs of all those who wish to enter the business

<sup>1</sup> CARL HOLLIDAY and SOPHIA CAMENISCH, *English Grammar Drills*. Chicago: Laird & Lee, 1922. Pp. 149.

<sup>2</sup> FRANK M. RICH, *Morning Readings*. Boston: Richard G. Badger, 1920. Pp. 355. \$2.00.

<sup>3</sup> HELEN J. KIGGEN, *Practical Business Arithmetic*. New York: Macmillan Co., 1922. Pp. xi+404.